

Cannons Elementary
1315 Old Converse Road
Spartanburg, South Carolina 29307

Grades	K-5 Elementary School	
Enrollment	286 Students	
Principal	Karen Grimm	864-579-8020
Superintendent	Dr. Jim Ray	864-579-8000
Board Chair	Mr. Eddie Dearybury	864-579-8000

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	46	43	4	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Below Average	No
2004	Good	Good	Yes
2005	Good	Good	Yes

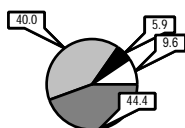
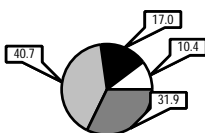
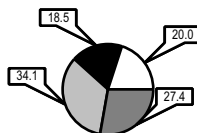
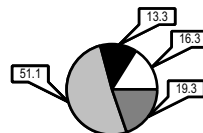
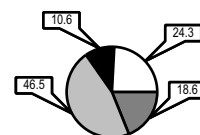
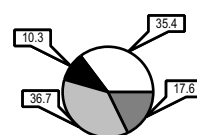
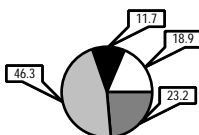
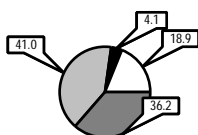
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	142	100.0	9.6	40.0	44.4	5.9	57.8	Yes	Yes
Gender									
Male	69	100.0	13.8	43.1	33.8	9.2	52.3		
Female	73	100.0	5.7	37.1	54.3	2.9	62.9		
Racial/Ethnic Group									
White	105	100.0	7.9	38.6	46.5	6.9	61.4	Yes	Yes
African American	31	100.0	14.3	46.4	39.3	0.0	42.9	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	112	100.0	7.5	38.7	47.2	6.6	63.2		
Disabled	30	100.0	17.2	44.8	34.5	3.4	37.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	142	100.0	9.6	40.0	44.4	5.9	57.8		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	135	100.0	9.4	40.6	44.5	5.5	57.0		
Socio-Economic Status									
Subsidized meals	81	100.0	9.3	48.0	40.0	2.7	48.0	Yes	Yes
Full-pay meals	61	100.0	10.0	30.0	50.0	10.0	70.0		

Mathematics – State Performance Objective = 36.7%									
All Students	142	100.0	10.4	40.7	31.9	17.0	66.7	Yes	Yes
Gender									
Male	69	100.0	12.3	40.0	30.8	16.9	69.2		
Female	73	100.0	8.6	41.4	32.9	17.1	64.3		
Racial/Ethnic Group									
White	105	100.0	8.9	36.6	33.7	20.8	73.3	Yes	Yes
African American	31	100.0	17.9	53.6	25.0	3.6	46.4	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	112	100.0	8.5	39.6	32.1	19.8	69.8		
Disabled	30	100.0	17.2	44.8	31.0	6.9	55.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	142	100.0	10.4	40.7	31.9	17.0	66.7		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	135	100.0	10.9	40.6	31.3	17.2	67.2		
Socio-Economic Status									
Subsidized meals	81	100.0	10.7	50.7	28.0	10.7	60.0	Yes	Yes
Full-pay meals	61	100.0	10.0	28.3	36.7	25.0	75.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	142	100.0	20.0	34.1	27.4	18.5	45.9
Gender							
Male	69	100.0	18.5	40.0	23.1	18.5	41.5
Female	73	100.0	21.4	28.6	31.4	18.6	50.0
Racial/Ethnic Group							
White	105	100.0	14.9	32.7	28.7	23.8	52.5
African American	31	100.0	39.3	39.3	21.4	0.0	21.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	112	100.0	17.0	31.1	31.1	20.8	51.9
Disabled	30	100.0	31.0	44.8	13.8	10.3	24.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	142	100.0	20.0	34.1	27.4	18.5	45.9
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	135	100.0	19.5	34.4	27.3	18.8	46.1
Socio-Economic Status							
Subsidized meals	81	100.0	26.7	40.0	25.3	8.0	33.3
Full-pay meals	61	100.0	11.7	26.7	30.0	31.7	61.7

Social Studies							
All Students	142	100.0	16.3	51.1	19.3	13.3	32.6
Gender							
Male	69	100.0	20.0	44.6	21.5	13.8	35.4
Female	73	100.0	12.9	57.1	17.1	12.9	30.0
Racial/Ethnic Group							
White	105	100.0	16.8	43.6	22.8	16.8	39.6
African American	31	100.0	17.9	75.0	7.1	0.0	7.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	112	100.0	12.3	50.9	20.8	16.0	36.8
Disabled	30	100.0	31.0	51.7	13.8	3.4	17.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	142	100.0	16.3	51.1	19.3	13.3	32.6
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	135	100.0	17.2	50.0	19.5	13.3	32.8
Socio-Economic Status							
Subsidized meals	81	100.0	17.3	60.0	13.3	9.3	22.7
Full-pay meals	61	100.0	15.0	40.0	26.7	18.3	45.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	49	100.0	4.1	28.6	51.0	16.3	67.3
	4	52	100.0	5.8	50.0	36.5	7.7	44.2
	5	48	100.0	16.7	52.1	29.2	2.1	31.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	48	100.0	6.5	37.0	45.7	10.9	56.5
	4	46	100.0	11.4	40.9	43.2	4.5	47.7
	5	48	100.0	11.1	42.2	44.4	2.2	46.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	49	100.0	8.2	49.0	30.6	12.2	42.9
	4	52	100.0	9.6	50.0	26.9	13.5	40.4
	5	48	100.0	20.8	50.0	16.7	12.5	29.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	48	100.0	8.7	52.2	30.4	8.7	39.1
	4	46	100.0	6.8	25.0	38.6	29.5	68.2
	5	48	100.0	15.6	44.4	26.7	13.3	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	48	100.0	15.2	41.3	26.1	17.4	43.5
	4	46	100.0	15.9	25.0	38.6	20.5	59.1
	5	48	100.0	28.9	35.6	17.8	17.8	35.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	48	100.0	15.2	56.5	10.9	17.4	28.3
	4	46	100.0	9.1	52.3	34.1	4.5	38.6
	5	48	100.0	24.4	44.4	13.3	17.8	31.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 286)				
First graders who attended full-day kindergarten	100.0%	Up from 97.7%	100.0%	100.0%
Retention rate	3.1%	Down from 3.3%	3.2%	3.0%
Attendance rate	97.5%	Down from 99.1%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%	Down from 8.1%	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.9%	Down from 6.0%	3.7%	3.2%
Eligible for gifted and talented	17.4%	Up from 15.2%	13.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.6%	Down from 11.8%	9.4%	8.2%
Older than usual for grade	0.0%	No change	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	74.1%	Up from 70.4%	53.3%	52.6%
Continuing contract teachers	100.0%	No change	85.5%	83.3%
Highly qualified teachers	100.0%	Up from 78.6%	92.8%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	98.7%	Up from 97.2%	88.0%	87.0%
Teacher attendance rate	97.3%	Up from 96.6%	95.0%	95.0%
Average teacher salary	\$49,574	Up 3.7%	\$41,609	\$41,703
Prof. development days/teacher	13.8 days	Up from 12.6 days	13.0 days	12.8 days
School				
Principal's years at school	17.0	Up from 0.2	4.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	No change	18.9 to 1	18.8 to 1
Prime instructional time	94.0%	Down from 95.0%	89.8%	89.8%
Dollars spent per pupil*	\$9,950	Up 4.8%	\$6,064	\$6,242
Percent of expenditures for teacher salaries*	66.0%	Up from 65.3%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cannons Elementary School's students, teachers, staff members, parents and community members would all agree that the school year of 2004-2005 was a very successful and meaningful year. Our PACT scores from the previous year were cause for great celebrations. As a result of the PACT scores, our school was the recipient of the Palmetto Gold and Silver Award Program from the State Department of Education and recognized by the Education Oversight Committee for the special efforts of schools to close the achievement gap among students of differing economic, racial and ethnic groups. The accomplishments on the end of year tests are a result of the many opportunities and programs that our students are afforded throughout the school year. These programs include the STARS (Students and Tutors Achieving Reading Success) Mentoring Program which allowed our second and third graders who needed extra academic assistance to meet with community volunteers four times per week; the 21st Century Grant Program that provided students in grades three, four and five the opportunity to receive academic remediation and enrichment before or after school; the Beaumont Foundation Grant which supplied training for our teachers and portable laptops for daily use in our classrooms; the Arts for Me Grant Program that enriched our students' lives in the various disciplines of art; and our All Health Team Grant through DHEC which focused on our student's mental and physical well being. These are just a few of the opportunities that our students received due to the commitment of our Spartanburg County School District Three Board of Trustees, district office administration and community support.

Cannons Elementary School is a child-centered school with a staff that is totally dedicated to making learning for each child a successful and fulfilling experience.

Our teachers and staff are committed to training and continuous improvement of skills in order to stay abreast of the best programs and techniques to deliver the state curriculum standards to all students. Our primary goal is to increase the number of students scoring proficient or advanced on English/Language Arts, Math, Science and Social Studies. We believe that this goal can be accomplished yearly by providing a nurturing, safe and happy environment.

Parents are important to our success and we appreciate all the hours of involvement as PTO officers, School Improvement Council members and as volunteers. Through continued support of parents, community members, school board members and district administration our goals for our students will be achieved.

Donna E. Lipscomb, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	50	40
Percent satisfied with learning environment	100.0%	100.0%	95.0%
Percent satisfied with social and physical environment	100.0%	100.0%	97.5%
Percent satisfied with school-home relations	100.0%	100.0%	92.3%

*Only students at the highest elementary school grade level at this school and their parents were included.